



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Trunk
Hunting
Brave



Materials Needed

Owl Babies by Martin Waddell
Chart paper
Marker



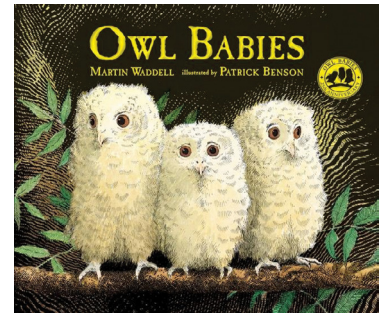
Also Promotes

Science

Owl Babies

by Martin Waddell

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Owl Babies*. Three novel words will be introduced today: trunk (page 2), hunting (page 6), and brave (page 12). Write the following at the top of the chart paper: Words We Understand.



BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn our new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Owl Babies*.

[Point to and say the names of the author and illustrator.]

EXPLAIN: Let's talk about three words that are in our book. One word is **trunk**. A trunk is the main part of a tree that grows up from the ground. Another word in our book is **hunting**. The word hunting means looking for food. Our book uses the word **brave**. People who are brave have a lot of courage and keep going even when things are scary or hard.

ACT: I will write these three words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: [Focus discussion of the book on recall and words introduced earlier in the session.]

- What is our book about? (three owl babies missing their owl mother)
- Who were the main characters in our book? (the owl babies—Sarah, Percy, and Bill)
- What happened first? (the owl mother and the three owl babies are living in a tree)
- What happened next? (the owl babies wake up and realize their mother is not there)

[Point to and read each word on your chart.]

- What does the word “trunk” mean? (the main part of the tree that grows up from the ground)
- What does the word “hunting” mean? (looking for food)
- What does the word “brave” mean? (showing courage when things are scary or hard)

[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘trunk.’ Remember, a trunk is the main part of the tree that grows up from the ground. They lived in a hole in the trunk of a tree with their Owl Mother.” Point to and describe the page 13 picture that is related to the novel words.]

RECAP: Today we read a book about three baby owls missing their owl mother. We talked about the words “trunk,” “hunting,” and “brave.”



Scaffolding Tips

Extra support ■ Help children remember times when they have been brave. You may wish to draw on information included in the Social Studies Week 28, Day 5 activity plan, where brave is introduced.

Enrichment ■ Encourage children to describe types of things the owl mother might look for as she hunted. To provide a hint, remind children that Sarah thought her mother would bring mice to her and her brothers. ■ Note how the owls are not easy to see on the pages. The illustrator has made the owls a bit camouflaged. Invite children to describe why it would be good for an owl to be camouflaged (not easily seen) in a tree.



Center Activity

Provide twigs, grass, leaves, and feathers. Encourage children to create a nest for a pretend owl.



Family Child Care

Encourage children to look for nests outdoors. Invite children to count the nests they find. Encourage children to think about what animals might live in the nests.



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Skill and Goal

Oral Language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Twigs
Branch
Woods
Silent
Swooped

Review: Trunk
Hunting
Brave



Materials Needed

Owl Babies by Martin Waddell
Words We Understand chart from Day 1
Marker



Also Promotes

Science

Owl Babies

by Martin Waddell

Be Prepared: This is the second of three repeated readings of *Owl Babies*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Owl Babies*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (three owl babies missing their owl mother)
 - Who were the main characters in our book? (the owl babies—Sarah, Percy, and Bill)
 - What happened first? (the owl mother and the three owl babies are living in a tree)
 - What happened next? (the owl babies wake up and realize their mother is not there)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

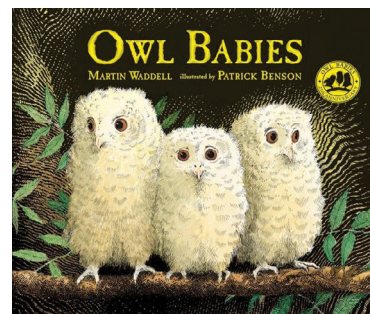
[*Remind children of the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Understanding Words *continued*

Example: "We just heard the word 'swooped.' Did everyone hear it? 'Soft and silent, she swooped through the trees to Sarah and Percy and Bill.' When the owl mother swooped through the trees, she flew quickly from side to side between the trees. Swooping allowed the mother to move quickly and not bump into the trees."]

[Below are the novel words and their definitions for this session:

- **Twigs** (page 2): Very skinny branches
- **Branch** (page 10): A part of the tree that grows out from the trunk of a tree
- **Woods** (page 12): An area of land that has many trees
- **Silent** (page 20): No noise, quiet
- **Swooped** (page 20): Moving quickly from side to side]

EXPLAIN: We learned five new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning what the word "woods" means. The owls in our book live in a woods. Woods are an area of land that has many trees. What do we see in this picture (page 13) that tells us the owls lived in a woods?" (the baby owls are sitting in a tree and there are many trees pictured on the page)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use for a very skinny (or small) branch?" (twig)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the mother owl was silent when she came home to the baby owls. Silent means there is no noise. There are times in our day when we are silent or very quiet. When are we silent, or very quiet, in our room? When do you try to move silently? Can you think of something else that is silent, or moves silently?"]*

ASK: Our book was about three owl babies missing their owl mother. The owl babies were brave. The owl babies thought about what their mother might bring when she returned. They also sat next to each other to help feel brave. Are there other ways to be brave?

[Facilitate a discussion of book connections to children's experiences. Examples:

- *"Our book today was about three owl babies missing their owl mother. They thought about what their mother could be doing while they missed her. Have you ever missed someone? What did you do to feel better?"*
- *"Our book today talked about the owls thinking. 'The baby owls thought (all owls think a lot).' Is there a time in the day when you spend time thinking? What do you*

Understanding Words *continued*

like to think about? Do you talk to anyone about what you are thinking?"

- *"Today we learned about the word woods. A woods is an area of land that has many trees. Some of us have visited a woods. What can we do in the woods? What can you see in the woods?"*

RECAP: We learned more words today when we read *Owl Babies*. Let's look at our chart to remember the words we are learning to understand. What do we know about each of these words?

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]

 Scaffolding Tips

Extra support ■ Describe and demonstrate what it means to swoop. Place an owl puppet (or another animal puppet) on your hand and move your hand quickly from side to side to demonstrate swooping. ■ In the discussion of silence, remind children how quiet they are at rest time.

Enrichment ■ Promote children's understanding of owls by asking why an owl would want to be silent as it swooped. Remind children that the owls hunt for food and will not want to be heard by the animals that they are hunting. Remind children that other animals might want to eat owls. Percy said in the book, "Or a fox got her!" Owls move quietly to not be heard or seen by animals that might want to eat them.

 Center Activity

Provide puppets for children to pretend to miss their mom and pretend to be excited when the mom returns.

 Family Child Care

There are many owl nest cameras that stream live feeds of owl nests. Watch a small segment with children and describe and discuss what you see. An owl nest can be viewed here: <http://www.in.gov/dnr/fishwild/8183.htm>.



Owl Babies

by Martin Waddell

3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Ivy
Flapped
Bounced

Review: Trunk
Twigs
Hunting
Branch
Woods
Brave
Silent
Swooped



Materials Needed

Owl Babies by Martin Waddell
Words We Understand chart from Days 1 and 3
Marker



Also Promotes

Social Studies

Be Prepared: This is the third of three repeated readings of *Owl Babies*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Owl Babies*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (three owl babies missing their owl mother)
 - Who are the main characters in our book? (the owl babies—Sarah, Percy, and Bill)
 - What happened first? (the owl mother and the three owl babies are living in a tree)
 - What happened next? (the owl babies wake up and realize their mother is not there)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

ACT: The author of our book is Martin Waddell. The illustrator of our book is Patrick Benson.

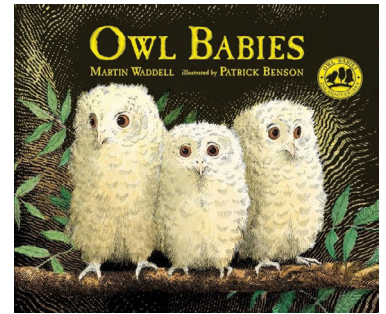
[*Point to each name as you identify the author and the illustrator.*

[*Point to where to begin to read on the first page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

[*Pause to briefly define the three words identified for today's session using the following approach:*



- Read the sentence with the novel word. Identify the novel word.
- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

Example: "I just read the word 'bounced.' 'They flapped and they danced and they bounced up and down on their branch.' The word 'bounced' means moved up and down quickly. The owl babies moved up and down quickly on their branch because they were excited their mother had come home."

Below are the novel words and their definitions for this session:

- **Ivy** (page 10): A plant with leaves that grows on a vine
- **Flapped** (page 22): Moved wings or arms up and down quickly
- **Bounced** (page 22): Moved up and down quickly]

EXPLAIN: We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "Please look at this picture of the baby owls with their mother (pages 22 and 23). The baby owls were excited their mother came back. 'They bounced up and down on their branch.' What do you see in the picture that shows that the owls flapped?" (the owls' wings are raised up; their wings are not next to their bodies)*
- *Define a word without naming it and ask children to identify the word. Example: "In the book, Bill sat on a piece of a plant with leaves that grow on a vine. What is the name of a plant with leaves that grow on a vine?" (ivy)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the baby owls bounced. The baby owls moved up and down quickly. What are some things in our room that can be bounced?"]*

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- *"Sarah and Bill think that their mother has gone hunting to get them food. Why wouldn't the baby owls go hunting?"*

Understanding Words *continued*

- *“The owls’ home was in the woods. The book said it was dark and the owl babies had to be brave. How were the owls brave?”*
- *“The Owl Mother told the babies that they knew she would come back. Sarah and Percy said they knew that their mom would come back. How did Sarah and Percy know that their mother would come back? Do you think Bill knew his mother would come back? Why?”]*

RECAP: We learned more about our book today by talking about why some things happened. We also learned more words today when we read *Owl Babies*. Let’s look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about owls having to wait for the mother to return. Encourage children to look at the owls waiting for their mother to return (pages 8–17). ■ The owl babies did different things to wait and be brave. Pages 12–13 show the woods home where the owls had to be brave.

Enrichment ■ Ask children if they are surprised by anything in the book. Were they surprised by the owl mother leaving the babies? Were they surprised by how Bill said he loved his mom instead of saying that he knew she would come back? Were they surprised that there is not a picture of the owl mother bringing the babies food? ■ The owl babies stayed in the tree where their home was. They didn’t go looking for their mother. Was it a good idea for them to stay in the tree? Why?



Center Activity

Provide a variety of pictures of owl nests. Encourage children to talk about what they see in the nests. Are any of the nests in the hole of a tree like the owls’ nest in the book? Do any of the nests have twigs, feathers, or leaves similar to the nest of the owls in the book? Encourage children to sort the pictures of owl nests.



Family Child Care

Encourage school-age children to retell *Owl Babies* to younger children in your setting, using the book’s pictures as a guide.